

Callers contact parents and alumni during the TTY-a-thon July 23-27, thanking them for past gifts and asking for a pledge of support for Gallaudet. The event raised \$20,321.

## Annual TTY-a-thon deemed a success

This year's annual TTY-a-thon at Gallaudet, held July 23 to 27, raised \$20,321, exceeding the 1994 TTY-a-thon, which raised approximately \$14,000.

Cathy Sweet-Windham, assistant director of development for annual fund, deemed the event a success. "We obtained a large number of new donors who had never given to the University in the past," she said. Sweet-Windham also noted that 45.2 percent of the more than 1,000 alumni and parents contacted made pledges, an admirable pledge rate for a TTY-a-thon, she said.

The money raised during Gallaudet's annual TTY-a-thons goes to various funds and projects on campus, and is usually designated to favorite causes specified by the donors themselves.

In addition to asking for donations, this year's callers also thanked previous donors for their gifts and told alumni about the 35th Triennial Reunion October 25 to 29.

About 13 students, faculty, staff, alumni, and parents placed phone calls each night during this year's TTY-a-thon. "The students enjoyed talking with many of the alumni, and some of the alumni volunteers spoke with long lost friends," Sweet-Windham said. "Overall, it was a success and an enjoyable experience."

In fact, one volunteer, the Rev. Jay Croft, Episcopal/Anglican minister at Campus Ministries, was inspired to write a poem based on his experience. The first stanza reads: "With fingers a-trembling, the old grad's responding, Responding to Gallaudet U! 'Yes, I'll contribute, how much should I send in, To support Gallaudet U?'"

Another three-day TTY-a-thon is being planned for sometime in November to contact alumni and parents who were missed this summer, Sweet-Windham said. One evening of the TTY-a-thon will continue until midnight in order to enable callers to reach more contacts on the West Coast.

## Lecture gives insights on deaf-blind people

When you meet deaf-blind people you should touch their arm or shoulder and wait, leaving your hand there to give them time to turn toward your touch. Deaf-blind people may start signing, may fingerspell, or may indicate through touch or speech that you should write letters on their palm.

"The deaf-blind person has a very tough time," Art Roehrig told a group of students, faculty, and staff who attended his July 20 lecture, "Deaf-Blind People: Being in Touch," in Ely Auditorium, part of the Deaf Enrichment and Arts Festival sponsored by the College for Continuing Education.

Deaf-blind people have three senses—taste, touch, and smell, which they cherish, said Roehrig, a coordina-

tor for Disability Services and Programs, part of Academic Support and Student Development, and who is deaf and blind himself. But of the three senses, touch is everything to a deaf-blind person, he said. According to Roehrig, food must touch the tongue for its flavors to travel to the brain, aromas must touch the nose for their messages to go to the brain, and of course, fingerspelling or signing in a deaf-blind person's hand or writing on the palm all send messages through touch to the brain.

Roehrig has Usher's Syndrome, a condition where a person is born either profoundly deaf or hard of hearing and grows up with vision that

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## SIB helps sharpen teachers' skills

Like many areas of science, new developments and discoveries make biology an ever-changing field. This summer, 23 teachers from middle schools and high schools for deaf students across the nation came to Gallaudet to study timely issues in order to enhance their teaching skills in biology.

This marked the second year of the Summer Institute in Biology, a project sponsored by the National Science Foundation to improve these teachers' skills by having them take part in lectures and labs, work at field sites, and participate in other activities.

SIB is particularly useful for teachers at deaf schools, said Audrey Grissom, project coordinator for the SIB. Grissom, a former high school teacher who works in Gallaudet's Biology Department, explained that often instructors who earn master's degrees in deaf education teach many disciplines, so taking these seminars helps them expand their knowledge base.

The project was first proposed by the late Paul Cunningham, former chair of the Biology Department. Cunningham's efforts were continued by Dr. Jane Dillehay, a biology professor and former department chair and now dean of the College of Arts and Sciences, and Dr. Kathleen Arnos, director of the Genetic Services Center and current project director for SIB. In 1994 the National Science Foundation approved a four-year grant for SIB, and last year, a pilot project was held with five teachers.

This year, from July 3 to August 4, the 23 teachers focused on three areas of biology: human genetics, physiology, and environmental science. Lectures and labs were led by professionals from both on and off campus.

Instructors from Gallaudet were Arnos, Grissom, Dillehay, Dr. David Martin, a professor in the Department of Education, Dr. Cindy King, associate professor in Educational Foundations and Research, Dr. Bob Simmons,

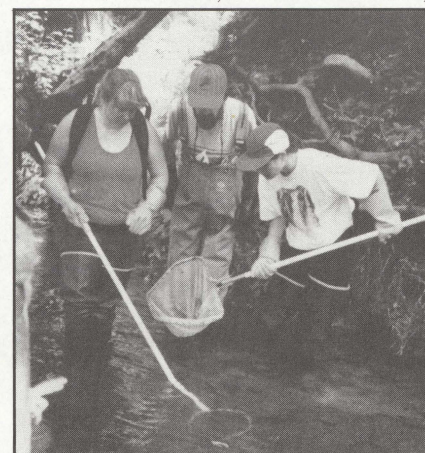
tions and Research, Dr. Bob Simmons, a part-time lecturer from the Biology Department, Jamie Israel, a genetic counselor at the Genetic Services Center, Kathy Pongor, a teacher in the Special Opportunities Program at Kendall Demonstration Elementary School, and Joyce Doblmeier, Mary Ellsworth, and Del Wynne, science instructors at the Model Secondary School for the Deaf.

During their first two weeks, the teachers studied human genetics and biotechnology. During this section, the Gallaudet staff were joined by outside experts who led studies in DNA fingerprinting and a simulation on an analysis of the HIV/AIDS virus. Next, in the physiology section, the teachers focused on homeostasis (how the human body maintains a stable environment) and neurophysiology. They also took a field trip to the National Museum of Health and Medicine at Walter Reed Army Medical Center.

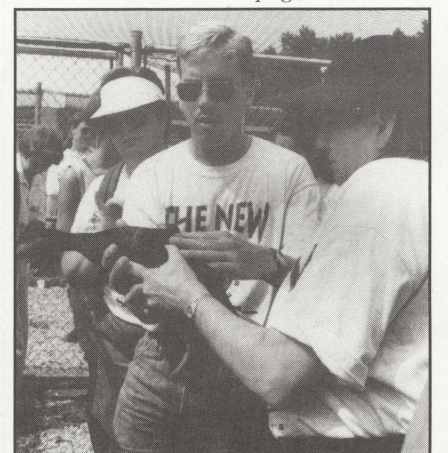
Most of the environmental sciences activities—the last area of study—took place in the field under the sponsorship of the U.S. Fish and Wildlife Service, the National Biological Service, and the Smithsonian Research Center of the Department of the Interior.

Work was conducted at the Chesapeake Bay Field Office in Annapolis, Md., where the teachers learned about school-yard wildlife habitats—much like the one that is under construction at KDES; the Leetown (W.Va.) Science Center, where they studied the water quality of a stream; the Mason Neck Wildlife Refuge in Woodbridge, Va., where they observed the nesting habitat for endangered species such as the bald eagle; and the Patuxent Wildlife Research Center in Laurel, Md., where they learned about wildlife management, endangered species, and duck banding for the purpose of population studies.

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Left: SIB students collect fish during a study of stream quality at Leetown. (W.Va.) Science Center. Right: Students learn how to band ducks at Patuxent Wildlife Research Center.





## Information presented on deaf-blind people

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is almost normal or may be somewhat impaired. Real blindness usually occurs in adulthood for people with Usher's Syndrome, when retinitis pigmentosa destroys the retina, leaving the person legally blind around age 30 and with severely impaired vision or totally blind by age 40 or 50.

Roehrig explained that deaf-blind people's communication preferences vary. People who grow up blind and then lose their hearing tend to prefer fingerspelling in the hand or writing on the palm, because they find American Sign Language difficult to learn, he said. People who become deaf and blind through injuries sustained in accidents, for example, also usually prefer English and never become fully comfortable with ASL. But people who

grow up deaf and then lose their sight often prefer ASL signs.

However, communication preferences depend strongly on people's early experiences. Whether their parents were deaf and signed, whether deaf-blind people went to schools for deaf students or to schools for blind students affect how they communicate.

Roehrig said that a common mistake people make when talking to a deaf-blind person is that they avoid making facial expressions and using body language. "When I meet you, and you sign with no expression, there will be a lot of gaps in the information coming up my arm and into my head. When you use facial expressions and body language, it helps the dialogue so much, and we can converse back and forth very easily." Roehrig also said that new technologies such as the Internet are also increasing deaf-blind people's ability to communicate with each other.

Roehrig has written a book, *Deaf-Blind People: Being in Touch*, which covers topics such as communication methods, interpreting needs and methods, guiding, causes of hearing and vision loss, and programs for becoming a teacher of deaf-blind students. It is available for \$14 from the College for Continuing Education, Extension Programs. The book's braille and large print versions must be ordered in advance.

## Announcements

The Metropolitan Washington Deaf Community Center is planning a Deaf Culture Festival at the Washington Harbor Park in Georgetown on September 16 from 10 a.m. to 6 p.m. Participants are encouraged to bring canned food for the Deaf AIDS Project.

The University Library invites everyone to an open house on August 25 from 1 to 4 p.m. in the Merrill Learning Center.

Faculty and staff who want to take graduate courses at Gallaudet this fall should register now. Employees who have completed bachelor's degrees may apply as graduate special students. (If you have been a graduate special student in the past five years, you do not need to reapply.) For more information, call Barbara Willigan, academic advisor in the Graduate School and Research, at x5647 or e-mail BAWILLIGAN.

Orientation Programs will hold an open house for families of new students and the Gallaudet community on August 25 from 1 to 5 p.m. in HMB offices and the atrium. Many Academic Affairs units will participate.



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### Editor

Todd Byrd

### Editorial Staff

Lynne McConnell  
Andrea Shettle

### Photography Staff

Chun Louie  
Joan Schlub

### Typesetting

Thomas Corcoran



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Harriett Alexander-Whiting (left), program supervisor for Diagnostic and Support Services at KDES, recognizes Jeanette Kemper, a registered nurse, for 15 years of service.

## Education on diversity is vital, says Dunn

It is essential that schools teach children to respect the diversity of cultures in the United States and the world, Lindsay Dunn told an audience of summer school students, faculty, and staff July 18.

Dunn, who is special assistant to the president for Diversity and Community Relations, spoke in Ely Auditorium on the topic "Diversity and Multicultural Issues Within the Deaf Community" as part of the Deaf Enrichment and Arts Festival sponsored by the College for Continuing Education.

Dunn told the audience about the 12th World Congress of the World Federation of the Deaf in Vienna, Austria, July 6-15, where a capacity crowd attended his presentation, "Global Diversity, Impact on Deaf People." "There were deaf people from all over the world there," he said. "And I saw that we are really a diverse group."

The children in deaf schools today will have to be able to compete in a global economy, said Dunn, so it is essential that diversity be taught from the early years and throughout children's schooling.

Among the reasons for providing deaf children with such an education, Dunn cited that the composition of schools for deaf students is changing and becoming more culturally diverse. He used the Maryland School for the Deaf as an example of a school that has moved from what was mostly a homogeneous student body three to five years ago to a student population today that includes a higher percentage of African American and Hispanic students. He also commended the school's efforts to recruit and retain

African American faculty and staff and personnel from diverse cultures.

According to Dunn, children who are educated about diversity issues from a young age show improved self-awareness and self-esteem; are better prepared to meet challenges outside the school environment—on the playground, at work, and in society; and are better prepared for college. "Kids are better off knowing cultural diversity because they know that whatever their cultural background, they will be able to succeed," he said.

"I feel it is up to us to work on diversity and the deaf community," said Dunn. "We must understand other people, understand that we are a diverse community. There are sign differences; many disagree on how to sign. But we have to allow people their own preference for communication."

## Classified Ads

**Classified ads** are published in the printed and on-line versions of *On the Green* for Gallaudet faculty and staff. All ads must be submitted in writing to *On the Green*, MSSD, Room G-37. In compliance with the Education of the Deaf Act of 1992, as amended, payment of \$1 per ad per week must accompany each ad. The deadline for submitting ads is Friday, three days before the on-line version and 10 days before the printed version. Ads received August 21-25 will be posted August 28 and printed September 11.

**FOR SALE:** L-shaped sofa bed, \$600; brown leather chair w/big ottoman, \$80; twin bed set, \$125; white lamp, \$15; antique lamp, \$15; 2 folding chairs, \$20; black chest of drawers, \$60; and some antiques. Call (301) 317-0421 (TTY).

**FOR SALE:** Handcrafted African cards left blank for personal messages or can be framed and hung. Call Yinka, x5199, or e-mail GIS\_WILLIAMS.

**FOR RENT:** Large, private basement apt. w/small kitchen in new home in Chevy Chase, Md., avail. now, \$400/mo. Call (703) 681-3978 days or e-mail paul.singleton@ha.osd.mil.

**FOR SALE:** Twin bed, \$50, full foam sofa bed, \$50, or two for \$80; wood cabinet, 26" by 6", \$30; light pink carpet, 12' x 17', \$80. Call (301) 869-8124 eves. or e-mail IIMRAZAVI.

**FOR RENT:** 2-BR, 2-BA Victorian brick townhouse on Capitol Hill, AC, hardwood floors, fireplace, W/D, DW, good parking, \$900/plus util. Call (202) 388-1588.

**FOR SALE:** Oak desk w/chair, good cond., \$40; new laundry basket, \$4; bed (mattress and supporter), \$30; small 2-door closet, \$10; humidifier, \$10; heaters, small, \$5, long, \$8; sofa bed, \$100/BO. Call Espie, (202) 543-7390 (TTY) or e-mail I1EDADIVAS.

**WANTED:** Refrigerator in good cond. as donation to Deaf-REACH. Call (202) 832-6681.

## Second SIB held

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At the Smithsonian Environmental Research Center in Edgewater, Md., the group took a boat on the Rhode River, an estuary of the Chesapeake Bay, and collected various forms of aquatic life. While at the site they also were introduced to projects in watershed monitoring and forest canopy research.

Based on written feedback that the teachers gave SIB organizers, the project was a success. One teacher wrote, "SIB is one of the best programs for science teachers yearning for the latest technologies and information related to science." Said another, "The past five weeks were incredible—wonderful hands-on labs and field activities directly related to the teaching of biological science in the classroom . . . an A-plus!"

Plans are underway in the 1996 SIB for a new group of 24 teachers, said Grissom. Dr. Judy Holt, SIB project evaluator and a research scientist in the Center for Assessment and Demographic Studies, is analyzing evaluations from teachers in the 1995 SIB to help improve the program.



The senior class of the Ag Praskevi School for the Deaf of Athens, Greece, and sponsor Ted Staroyiannis, '76 (left), present President I. King Jordan with a sculpture of a discus thrower during a recent campus tour. This is the third time that the school has chosen to visit Gallaudet on its senior trip. Also pictured is Dr. Jack Gannon, special assistant to the president for advocacy (third from right), and Gannon's guest, Christian Gremaud (second from right) of Switzerland.